

## Long Cane Elementary

815 East Greenwood St.  
Abbeville, South Carolina 29620

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	453 Students	
<b>Principal</b>	Charles Costner	864-366-5924
<b>Superintendent</b>	Dr. Ivan Randolph	864-459-5427
<b>Board Chair</b>	Dr. Allen Kolb	864-366-9094

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	57	4	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Good	Yes

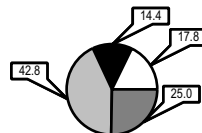
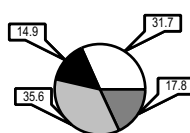
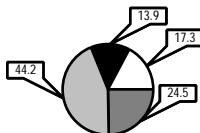
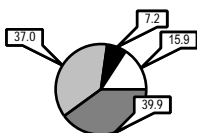
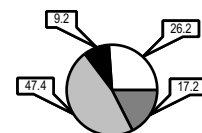
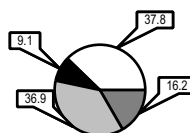
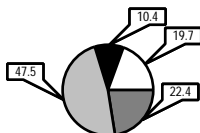
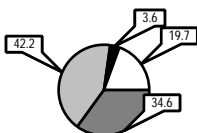
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	221	99.6	15.9	37.0	39.9	7.2	60.1	Yes	Yes
<b>Gender</b>									
Male	107	100.0	17.6	41.2	36.3	4.9	54.9		
Female	114	99.1	14.2	33.0	43.4	9.4	65.1		
<b>Racial/Ethnic Group</b>									
White	104	100.0	3.1	25.5	59.2	12.2	84.7	Yes	Yes
African American	111	99.1	26.9	46.2	24.0	2.9	40.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	195	99.5	10.9	37.7	43.7	7.7	63.9		
Disabled	26	100.0	52.0	32.0	12.0	4.0	32.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	221	99.6	15.9	37.0	39.9	7.2	60.1		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	99.5	16.1	36.1	40.5	7.3	61.0		
<b>Socio-Economic Status</b>									
Subsidized meals	122	99.2	27.3	44.5	24.5	3.6	41.8	Yes	Yes
Full-pay meals	99	100.0	3.1	28.6	57.1	11.2	80.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	221	99.6	17.3	44.2	24.5	13.9	53.8	Yes	Yes
<b>Gender</b>									
Male	107	100.0	14.7	45.1	22.5	17.6	55.9		
Female	114	99.1	19.8	43.4	26.4	10.4	51.9		
<b>Racial/Ethnic Group</b>									
White	104	100.0	5.1	36.7	35.7	22.4	75.5	Yes	Yes
African American	111	99.1	26.9	51.0	15.4	6.7	36.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	195	99.5	13.7	43.7	27.3	15.3	57.4		
Disabled	26	100.0	44.0	48.0	4.0	4.0	28.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	221	99.6	17.3	44.2	24.5	13.9	53.8		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	99.5	17.1	43.9	24.9	14.1	54.6		
<b>Socio-Economic Status</b>									
Subsidized meals	122	99.2	29.1	46.4	17.3	7.3	40.9	Yes	Yes
Full-pay meals	99	100.0	4.1	41.8	32.7	21.4	68.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	221	99.6	31.7	35.6	17.8	14.9	32.7
<b>Gender</b>							
Male	107	100.0	27.5	36.3	21.6	14.7	36.3
Female	114	99.1	35.8	34.9	14.2	15.1	29.2
<b>Racial/Ethnic Group</b>							
White	104	100.0	20.4	25.5	25.5	28.6	54.1
African American	111	99.1	42.3	43.3	11.5	2.9	14.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	195	99.5	26.8	37.2	19.7	16.4	36.1
Disabled	26	100.0	68.0	24.0	4.0	4.0	8.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	221	99.6	31.7	35.6	17.8	14.9	32.7
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	99.5	32.2	34.6	18.0	15.1	33.2
<b>Socio-Economic Status</b>							
Subsidized meals	122	99.2	41.8	38.2	15.5	4.5	20.0
Full-pay meals	99	100.0	20.4	32.7	20.4	26.5	46.9

<b>Social Studies</b>							
All Students	221	99.6	17.8	42.8	25.0	14.4	39.4
<b>Gender</b>							
Male	107	100.0	15.7	41.2	25.5	17.6	43.1
Female	114	99.1	19.8	44.3	24.5	11.3	35.8
<b>Racial/Ethnic Group</b>							
White	104	100.0	3.1	34.7	33.7	28.6	62.2
African American	111	99.1	28.8	51.0	18.3	1.9	20.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	195	99.5	13.7	44.3	26.2	15.8	42.1
Disabled	26	100.0	48.0	32.0	16.0	4.0	20.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	221	99.6	17.8	42.8	25.0	14.4	39.4
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	99.5	17.6	42.4	25.4	14.6	40.0
<b>Socio-Economic Status</b>							
Subsidized meals	122	99.2	30.0	49.1	18.2	2.7	20.9
Full-pay meals	99	100.0	4.1	35.7	32.7	27.6	60.2

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	82	98.8	8.8	25.0	45.0	21.3	66.3
	4	69	100.0	23.5	42.6	30.9	2.9	33.8
	5	72	100.0	21.1	46.5	31.0	1.4	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	82	98.8	15.4	24.4	44.9	15.4	60.3
	4	79	100.0	17.3	33.3	45.3	4.0	49.3
	5	60	100.0	14.5	60.0	25.5	0.0	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	82	98.8	12.5	52.5	28.8	6.3	35.0
	4	69	100.0	23.5	42.6	23.5	10.3	33.8
	5	72	100.0	15.5	40.8	33.8	9.9	43.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	82	98.8	11.5	67.9	16.7	3.8	20.5
	4	79	100.0	16.0	29.3	36.0	18.7	54.7
	5	60	100.0	27.3	30.9	20.0	21.8	41.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	82	98.8	33.3	47.4	12.8	6.4	19.2
	4	79	100.0	30.7	30.7	24.0	14.7	38.7
	5	60	100.0	30.9	25.5	16.4	27.3	43.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	82	98.8	11.5	53.8	20.5	14.1	34.6
	4	79	100.0	16.0	34.7	34.7	14.7	49.3
	5	60	100.0	29.1	38.2	18.2	14.5	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 453)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.0%	Up from 0.4%	3.3%	3.0%
Attendance rate	97.0%	Down from 99.3%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.7%	3.2%
Eligible for gifted and talented	14.0%	Down from 19.2%	12.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.4%	Up from 3.2%	9.2%	8.2%
Older than usual for grade	2.4%	Down from 3.2%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	51.4%	Up from 40.6%	53.3%	52.6%
Continuing contract teachers	68.6%	Down from 87.5%	86.1%	83.3%
Highly qualified teachers	91.4%	Down from 100.0%	94.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.9%	Down from 82.5%	87.7%	87.0%
Teacher attendance rate	95.6%	Down from 97.9%	95.0%	95.0%
Average teacher salary	\$37,218	Down 0.6%	\$41,690	\$41,703
Prof. development days/teacher	9.9 days	Up from 7.7 days	13.6 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.0 to 1	18.6 to 1	18.8 to 1
Prime instructional time	91.9%	Down from 96.7%	89.2%	89.8%
Dollars spent per pupil*	\$5,452	Up 5.5%	\$6,061	\$6,242
Percent of expenditures for teacher salaries*	65.0%	No change	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2004-2005 school year, Long Cane Elementary continued many of the initiatives that were started in previous years.

Our teachers continued to use EduTest, a computerized assessment program, to measure student progress using SC standards. The district also used EduTest as a benchmark test for ELA and math, and LCE students consistently showed improvement in all areas. Teachers were able to use EduTest data to plan remediation and enrichment opportunities for students.

Our school also expanded our Accelerated Reading program. Students in grades 1-5 participated in this individualized reading program for up to 45 minutes per day; students selected a book at their individualized level, read the book silently, conferenced with their teacher, and took a computerized comprehension test. Our students read over 13,000 books this year with an overall school-wide average of 84.6% on the books that were read.

Long Cane Elementary also continued its school-wide character development program using the anchor words of respect and responsibility. Each month, students reviewed another character trait in morning meetings led by their teachers. Students also participated in service projects to help others such as raising money for tsunami survivors, writing letters to our US troops, helping with the Salvation Army canned food drive, and making care packages for local Abbeville senior citizens. Students earned 1,356 character links this year for exemplifying good character at school.

Site-based staff development in reading and writing continued to help teachers improve the quality of their ELA instruction by allowing them to plan small group lessons to assist students in meeting standards. Three teachers pursued their National Board Certification this year, while others attended AIMS math and science workshops off campus.

Long Cane Elementary looks forward to the future and hopes to continue providing a strong foundation for improving student learning.

Barry B. Jacks, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	58	43
Percent satisfied with learning environment	100.0%	82.5%	93.0%
Percent satisfied with social and physical environment	100.0%	79.3%	95.3%
Percent satisfied with school-home relations	89.7%	87.9%	71.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.